Modern Journal of Social Sciences and Humanities
ISSN: 2795-4846 Vol. 4 (2022)
https://mjssh.academicjournal.io/index.php/mjssh

POSITIVE AND DISADVANTAGES OF BILINGVISM

Ganiyeva Shodiya Azizovna
Doctor of Philosophy (PhD) in Philology Fergana State University

Maxmudova Nazokat Latifovna
1-year master's degree Theory and methods of education Fergana State University

Annotation: Today it is common to learn several languages in addition to the native language. There are many positive aspects of bilingualism, and this is a great opportunity for the growing future, but at the same time we think that the risk of not being able to keep our national language clean will remain a problem.

Keywords: bilingualism, monolingualism, language learning, multilingualism, bilingual children, mother tongue.

What is bilingualism? Bilingualism is the ability to use and understand two languages, to know their dialectics perfectly. It occurs for social demand or for some reason. Its natural formation is also due to the fact that two or more peoples live in the territory of one state. A person is considered to be multilingual if he or she can use or understand two or more languages.

In particular, there are pros and cons of bilingualism. Currently, researchers are working on bilingualism and monolingualism due to the large number of unresolved issues. According to psychologists, bilingualism is not a dichotomy: no one can be monolingual or bilingual. Observations show that bilingualism is based on two approaches: "people who are fluent in two languages throughout their lives." The second approach is bilingualism-continuum.

It is no secret that language originates under the influence of a certain social environment. The formation of children's language skills also depends on who speaks the most language in the family and on the street.

Incomplete studies suggest that bilingual children were in a worse position than monolingual children. They did poorly in school, passed tests poorly, and so on. Studies show that bilingualism has a negative effect on mental development and confuses the child in language communication.

I partially agree with this opinion. Based on my personal experience, bilingual children can also have good results. As for the Tajik-Uzbek-speaking children, they were also fluent in Uzbek from an early age (in the case of Tajik-speaking children at home). But you should also speak Uzbek at home. When this is not the case, it is observed that the child is exposed to probable situations.

For example, it is no secret to our primary school teachers that in the process of dictation or essay writing, the letters "u" and "o'" are often replaced.

Errors occur in the example of words such as -place, -immortal, -play-game, -family-decimal. This is a very big mistake and can be a problem for a student for years to come. In my opinion, a lot of work should be done on phonetic and speech therapy, orthography.

According to Zarubin, the issue of mixing Uzbek and Tajik languages is the result of long-term economic, political and cultural ties between the two peoples.

M.Zokirov's "Linguistic interference and its manifestation in Uzbek-Tajik bilingualism" also covered bilingualism and bilingualism.

It is known that Uzbeks and Tajiks lived together in Samarkand, Bukhara, Surkhandarya regions of Uzbekistan and in many parts of the Fergana Valley. This unit was coexisted by Uzbeks and Tajiks. According to A.Vakhidov, the scale of the process of Tajik-Uzbek bilingualism in Samarkand alone can be observed in the following cases:

- The two peoples live side by side in the same region;
- Daily activities in various spheres of life in two Uzbek and Tajik languages;
- Infiltration of Tajiks into Uzbek villages;
- office work of the state;
- economic relations (trips to Uzbek villages for market, service and commercial purposes).

Just as the ancestors of the Uzbek people made a great contribution to the historical formation of the Tajik people, so the ancestors of the Tajik people made a great contribution to the formation of the Uzbek people.

Today, the cognitive advantage of bilingualism seems very clear. But at the time, these experts surprised. Until the 1960s, bilingualism was considered a barrier to slowing a child's development because of the constant use of energy between languages. This view was primarily based on erroneous scientific work.

Recent research has shown that knowledge of several languages leads to the development of such qualities as the ability to accept a number, to switch between tasks, to concentrate.

The first study, which reflected the positive results of bilingualism, was published in 1962. Elizabeth Pill and Wallace Lambert conducted a study in Montreal comparing English and French-speaking children who spoke only French. They hypothesized that when done correctly, bilingual children would be able to perform nonverbal tasks like monolingual children, and that oral tasks would perform worse than monolingual children. However, unlike the initial predictions, the bilingual children passed all the exams well.

Bilingual children's brains have several significant advantages. Some can even be seen: gray matter is considered to have a higher density. In addition, when using two languages, it is observed the activation of certain parts of the brain. Simply put, we call it brainwashing.

Because bilingual children are bilingual in the family and on the street, they can speak both languages fluently. However, they have less vocabulary in both languages than monolingual children. This is not a shortcoming, they learn both languages equally.

According to speech therapists, if a child who is just learning to speak is initially taught two languages without being taught an alternative language, the child's speech will be slow and defective. This is also one of the facts confirmed in practice.

Literacy is much more difficult. In order to learn both languages competently, the two language scripts must have the same structure. If there is a difference, it is appropriate to rely on the child's potential.

When faced with a problem, bilinguals are more proactive than monolinguals. They handle situations easily.

Bilingualism complicates language. They will always have to choose between two languages. This requires constant changes in the brain program. The result is that the aging process in the brain slows down. It also positively enhances the ability to learn.

What are trilingualism and multilingualism? Trilingualism - three, multilingualism - people with the ability to speak more languages.

There are pros and cons to learning multiple languages. Experiments have shown that adults who speak many languages are not immune to insanity.

In my opinion, it is not a bad result for a person to master a certain language based on his needs and to master it perfectly.

Many representatives of Uzbek classical literature (medieval) were also fluent in Persian. For example, our ancestor Alisher Navoi was fluent in his native language, Turkish, as well as Persian. They collected works in this language and created a devon ("Devoni Foniy"). This devon was highly praised by Persian language poets, especially Jami.

One of the works of Hazrat Navoi on linguistics "Muhokamat ul-lug'atayin" (discussion of two languages, 1499). In "Muhokamat ul-lug`atayin" Navoi scientifically proved the richness and power of the Uzbek language, its ability and right to be among the literary languages of that time. In the play, Uzbek (Turkish) and Persian languages are compared in terms of vowels, vocabulary and morphology. Initially, the vowels in both languages were compared, the poet pointed out that the number of vowels in Persian is limited, and vowels in Uzbek have a number of different variants of meaning, and they differ in length and brevity.

Alisher Navoi shows the ambiguity of words, the wide range of possibilities of the Uzbek language in terms of synonyms, their importance in the expression of various subtle meanings in poetry.

It is known that the poet shows with the necessary examples that a language that can express the meaning in a short way is a developed language.

After a thorough analysis of the richness and power of the Uzbek language, Navoi came to the following conclusion: there are many such words and phrases in the Uzbek language, but “to this day, no one thinks about the truth. In terms of the moment, it has remained a secret. That is why Navoi encourages Uzbek poets to write in their own language.

From the above, it is clear that the reason for the exchange of letters in the vowels of children who speak Uzbek and Tajik can be both the absoluteness of vowels.

Writers who write in two languages still meet. In particular, Chingiz Aitmatov is fluent in Kyrgyz and Russian.

In general, bilingualism as a social phenomenon, the enrichment and development of languages is an important factor in the growth of universal cultural level. Any interaction of languages requires bilingual people.

In the Republic of Uzbekistan, the Russian language is widely studied and has its own place in the life of the country. Since the majority of the country's population speaks Uzbek and Russian, they can be called bilingualists. Along with Russian, other foreign languages are also taught.

It follows that bilingualism is now viewed with positive attitudes as a level of daily and contemporary demand in our lives.

I would like to acknowledge the President's attention to the teaching of foreign languages.

I think that not only parents, psychologists, speech therapists, dentists, but also we, educators, play an important role in preventing children's speech errors in the family and at school. When a child learns both languages from an early age, we must first teach them the full range of the native language, as well as the ability to pronounce a foreign language correctly and purposefully. I think that a teacher should have spelling and phonetic perfection.

After all, we are the builders of a great future!

Literature:

1. Akmaljonovna, A. Z. (2021). Methods of formation of independent reading skills in primary school students. *ACADEMICIA: An International Multidisciplinary Research Journal*, *11*(3), 1425-1428.
2. Baijanov B. H. ACTIVATION OF EDUCATIONAL ACTIVITIES OF STUDENTS BY USING THE TECHNOLOGY "PROJECT METHOD" //Chief Editor.
3. Baydjanov B. COMPATIBILITY OF NEW RENAISSANCE PEDAGOGY AND JADID ENLIGHTENERS'VIEWS ON EDUCATION AND INFORMATION SECURITY //Конференции. – 2021.
4. Baydjanov B. K. PEDAGOGICAL AND PSYCHOLOGICAL FEATURES OF THE DEVELOPMENT OF INFORMATION COMPETENCE IN FUTURE TEACHERS //Theoretical & Applied Science. – 2021. – №. 7. – С. 171-178.
5. Baydjanov, B. (2021, August). HIGHER EDUCATION PROSPECTS AND ISSUES OF DEVELOPING INFORMATION SECURITY CULTURE AMONG STUDENTS (ON THE EXAMPLE OF FERGANA REGION): https://doi. org/10.47100/conferences. v1i1. 1284. In *RESEARCH SUPPORT CENTER CONFERENCES* (No. 18.05).
6. Baydjanov, B. (2021, June). HIGHER EDUCATION PROSPECTS AND ISSUES OF DEVELOPING INFORMATION SECURITY CULTURE AMONG STUDENTS (ON THE EXAMPLE OF FERGANA REGION). In *Конференции*.
7. GANIEVA, S. (2020). ISSUES OF RELATIONS BETWEEN FORM AND CONTENT IN PHRASEOLOGICAL UNITS. *Scientific Bulletin of Namangan State University*, *2*(7), 272-277.
8. Ganieva, S. A. (2014). PHRASEOLOGICAL MEANING AND ITS STRUCTURE. *The Way of Science*, 40.
9. Ganieva, S. A. (2019). SYNTAGMATICS OF PHRASEOLOGISMS AND THEIR TIME VALENCY. *Scientific Bulletin of Namangan State University*, *1*(8), 232-236.
10. Ganieva, S. A. (2021). HYPO-HYPERONYMIC RELATIONSHIP BETWEEN PAREMA AND ITS UNITS. *CURRENT RESEARCH JOURNAL OF PHILOLOGICAL SCIENCES (2767-3758)*, *2*(06), 84-87.
11. Ganiyeva, S. A. (2019). Category of affirmation and negation of verbal phraseologisms in the uzbek language. *Scientific journal of the Fergana State University*, *2*(3), 95-97.
12. Kholdorova, I. (2019). SEMANTIC ANALYSES OF GENERATIVE LEXEMES WITH "BIRTH" AND "DEATH" SEMESIN THE UZBEK LANGUAGE. *Theoretical & Applied Science*, (10), 362-364.
13. Kochkorbaevna, K. B. (2022). FORMATION OF MORPHOLOGICAL COMPETENCE OF JUNIOR SCHOOLCHILDREN IN THE LESSONS OF THE NATIVE LANGUAGE. *Gospodarka i Innowacje.*, *22*, 56-60.
14. Kochkorbaevna, K. B. (2022). The Role and Importance of People's Oral Creativity in the Development of Primary School Student Speech. *International Journal of Innovative Analyses and Emerging Technology*, *2*(4), 57-61.
15. Kochkorbaevna, K. B., & Mamasoliyevna, I. H. (2022). About Methods of Teaching the Native Language. *International Journal of Innovative Analyses and Emerging Technology*, *2*(4), 26-29.
16. Kxoldorova, I. (2019). Antisemic relations of generative lexx in Uzbek language. *Scientific Bulletin of Namangan State University*, *1*(6), 327-330.

17. Mukhtoraliyevna, Z. S. (2022). Develop Students' Speech by Working on Synonyms and Antonyms in Grades 3-4 in their Native Language Classes. *European Multidisciplinary Journal of Modern Science*, *6*, 125-130.
18. Qizi, Sodikova Gulbahor Gofurjon, and Djurayeva Diloromkhon Teshaboyevna. "Methods Of Formation Of Independent Reading Skills In Primary School Pupils." *JournalNX*: 21-24.
19. SM Zokirova. Tillar tadqiqida kontrastiv lingvistika ilmiy paradigmasining o'rni. Filologiya fanlari bo'yicha PhD ilmiy darajasini olish uchun yozilgan dissertatsiya. Farg'ona davlat universiteti
20. Valijonovna, K. I. (2022). Multimedia Technologies and Their Use in the System of Preschool Education. *Journal of Ethics and Diversity in International Communication*, *2*(4), 62-66.
21. Valijonovna, X. I. (2022). Improving of Motivation for Studying in Primary School. *European Multidisciplinary Journal of Modern Science*, *6*, 131-137.
22. Zokirova S. Kontrastif dilbiliminde transferansiya ve interferensiya hadiselerine dair.
23. Zokirova S. M. et al. USE OF PLACE NAMES IN BOBURNOMA //Theoretical & Applied Science. – 2021. – №. 4. – С. 244-246.
24. Байджанов Б. Х. Таълим жараёнида илғор хорижий тажрибаларни самарали қўллаш механизмлари //Science and Education. – 2020. – Т. 1. – №. 2. – С. 514-519.
25. Ганиева, Ш. (2013). Ўзбек фразеологизмларнинг структур тадқиқи.
26. Зокирова С. М. Контрастивные исследования на современном этапе развития лингвистики //Учёный XXI века. – 2016. – №. 3-4 (16). – С. 23-27.
27. Зокирова, М. С. (2017). К вопросу о типах словосочетаний в разносистемных языках (на примере узбекского и таджикского языков). *The way of Science*, (2), 133.
28. Зокирова, С. М. (2014). Вопрос словово̆й комбинации в языках различных структур на примерах узбекского и та¬ джикского языков. *Путь науки*, *135*.
29. Курбанова, Б. К., & Каримова, З. (2019). Семантические свойства фразем в узбекском и киргизском языках. *Молодой ученый*, (28), 255-257.
30. Уринова Н. М., Байджанов Б. Х. Социально-педагогические особенности подготовки будущих учителей к воспитательной работе //Учёный XXI века. – 2016. – №. 4-2 (17). – С. 21-24.
31. Teshboyev, D. R. (2021). ON THE SEMANTICAL ANALYSIS OF THE PARYPREDICATIVE UNITS OF COMPLEX FOLLOWING. *Theoretical & Applied Science*, (4), 390-392.